EDUCATION WEEK

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Hawkins Seeks To Even Funding Among Districts

2nd Bill Proposes Study Of State, Federal Rules

By Julie A. Miller

WASHINGTON—The chairman of the House Education and Labor Committee last week unveiled a proposal that would force virtually all states to alter the way their public schools are financed.

The proposed "fair chance act," introduced by Representative Augustus F. Hawkins, Democrat of California, would require states to "equalize" per-pupil funding among their school districts in order to receive federal education aid.

States whose finance systems did not pass muster would have to submit plans to meet the proposed federal standards within five years.

If they did not do so, the Secretary of Education would distribute all federal funds for precollegiate education allocated to those states among their school districts in a way that served to equalize the resources available to each district.

That could result, for example, in a relatively rich district with many handicapped students losing its special-education funding. The poorer district that received it would have to spend the money in accordance with special-education regulations.

The carrot accompanying this big stick would be a new pot of federal funds that the

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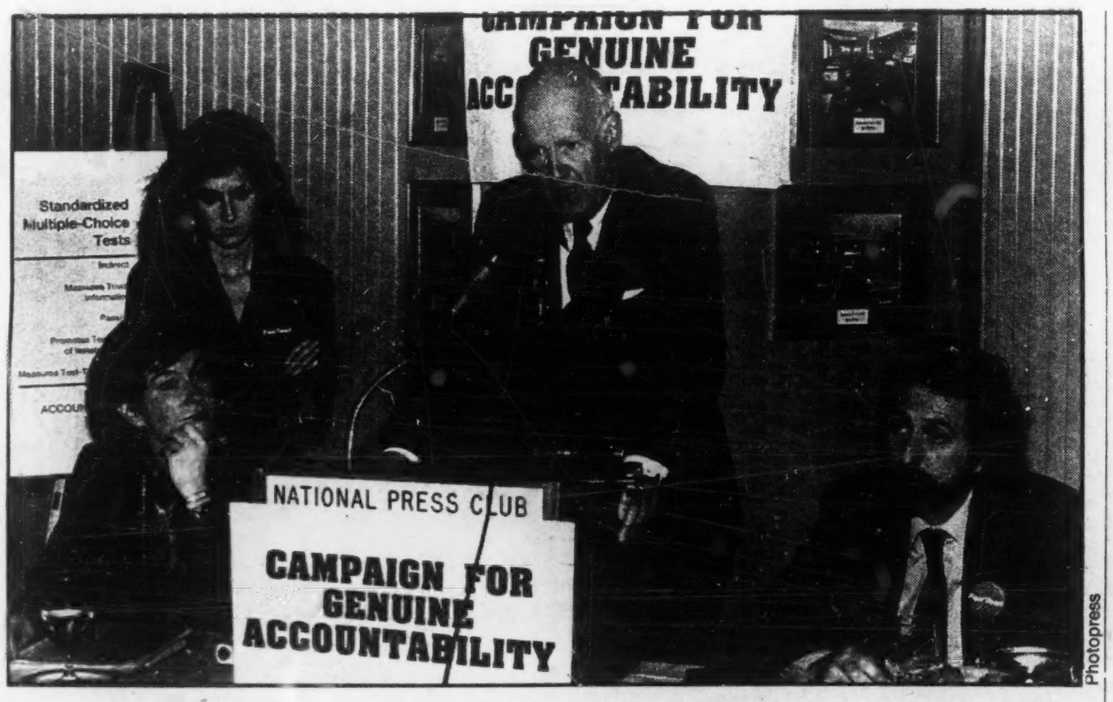

Photopress

Among those urging the use of alternative forms of assessment to measure progress toward national goals are, from left, Barbara Willer of the N.A.E.Y.C., Cinthia Schuman of FairTest, A. Graham Down of the C.B.E., and D. Monty Neill, also of FairTest.

Coalition Implores Bush, Governors To Avoid Use of Standardized Tests

By Robert Rothman

WASHINGTON—Charging that an emphasis on multiple-choice tests could "undermine many of the educational reforms which the governors and President Bush wish to achieve," a coalition of three dozen education and civil-rights groups last week urged those leaders to use alternative forms of assessment to measure progress toward national goals.

In a statement released here, the groups asserted that "standardized, multiple-choice tests are not an adequate means to measure educational progress, nor are high test scores an appropriate educational goal."

"Other, educationally sound means of evaluation exist," the statement continues, "and can provide a basis for improving teaching, informing the public, and measuring progress, thereby providing genuine accountability."

The groups urged the governors to "set a timetable" for phasing out their states' ex-

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Accord on Goals Hard To Attain, Executives Find

Myriad of Concerns, Time Pressure Cited

By Reagan Walker

WASHINGTON—Setting national education goals that are both measurable and memorable has turned out to be a far more complex task than many participants in the process had first imagined, several involved in the task acknowledged last week.

Preliminary drafts of goals obtained by *Education Week* indicate that, while negotiators for the White House and the nation's governors have quickly hammered out agreements on some issues, consensus on others has proved elusive.

Interviews with sources involved in the process reveal that the discussions have gotten tangled at times by the need to balance the concerns of so many. In addition, they say, negotiations have sometimes been impeded by a lack of clear understanding among participants of the complicated education issues under discussion.

Another complication, sources say, has been the time pressures caused by President Bush's desire to include a statement about the goals in his State of the Union Message this week.

Any statement by the President will be broad and reflect only tentative agreement between some members of the National Governors' Association and Roger B. Porter, Mr.

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Year-Round Schools: Idea Is Once Again Before Board in L.A.

By Michael Newman

The Los Angeles Board of Education is due to revisit one of its most resilient and controversial issues next week: year-round schools.

For the fourth time in five years, the board will vote Feb. 5 on whether to adopt a districtwide year-round program to help ease overcrowding.

First broached by school officials in the fall of 1985, the idea of converting to a year-round schedule has risen and fallen in the nation's second-largest school system on the strength of various logistical problems it either relieves or creates.

They are problems that a number of other localities are studying closely this year as year-round schooling "comes of age," in the words of one advocate, in a time of tight money and growing school-age populations.

This month, the Texas Board of Education endorsed a policy encouraging schools to convert to year-round schedules. And in California, Gov. George Deukmejian pledged in his State of the State Message to

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School Closings, Tuition Hikes in Store for Chicago Archdiocese

By Mark Walsh

The Roman Catholic Archdiocese of Chicago, which operates the nation's largest parochial school system, last week announced a drastic cost-cutting plan that will shut down at least six elementary schools and could lead to tuition hikes at many remaining schools.

The plan, which also includes closings of more than a dozen parish churches, is part of a major effort to rescue the archdiocese from mounting deficits.

The six schools identified last week will close by June 30, joining five others among the archdiocese's 343 elementary schools already targeted for closing at the end of the school year. In addition, two high-school seminaries will be merged.

At least a half-dozen more elementary

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AP/Wide World

Protesters gather outside Cardinal Joseph L. Bernardin's house to oppose the Chicago archdiocese's plan to close six elementary schools and merge two high-school seminaries.

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Pennsylvania mandates help even for those students not legally "handicapped."

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National goals are unlikely to boost achievement for most students, educators warn.

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A federal judge has ruled that the disclosure of standardized-test information required under a New York State statute is in direct conflict with federal copyright law. **Page 4.**

A Cautious Response
Educators are reacting cautiously to a study that suggests that the health hazards posed by the type of asbestos found in most school buildings have been greatly overstated. **Page 5.**

Beefing Up Certification
New Massachusetts certification rules require prospective teachers to major in the arts and sciences, and make a master's degree necessary for permanent certification. **Page 5.**

Corporate Boost for Schools
In what is being called a harbinger of "a major, sustained corporate concern" for K-12 education, companies' aid to schools jumped by 50 percent from 1987 to 1988, a survey has found. **Page 6.**

Fernandez Moves Fast
In his first month on the job, Joseph A. Fernandez, New York City's schools chancellor, is moving quickly on several fronts to leave his imprint on the nation's largest school district. **Page 9.**

Dropping 'No F' in Los Angeles
The Los Angeles Unified School District last week modified its "no-pass, no-play" rule by dropping its policy of excluding students who fail a course from athletic and other extracurricular activities. **Page 9.**

Response From O.C.R.
The Education Department's office for civil rights says it has addressed several problems cited by Congressional critics, but warns it may have to cut back on compliance reviews. **Page 19.**

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ACROSS THE NATION

NATIONAL

Report on Middle Schools Urges Teacher, Principal Involvement

Districts seeking to restructure their middle schools should make sure teachers and principals receive sustained training and participate in "the full process of planning, promoting, and implementing changes," advises a report from the National Association of State Boards of Education.

The report draws on observations from the first two years of a restructuring effort launched by the Seattle school district in partnership with NASBE and the Edna McConnell Clark Foundation.

Key elements of the project's success, it states, include providing time and resources for teachers and principals to plan improvements; assigning staff members to work with families and other agencies; and forging links with businesses and community organizations.

The report also suggests that districts hire a "full-time 'can do' individual who is not easily intimidated and who can run interference with all parties."

The three phases of Seattle's project involve adopting a 6th- through 8th-grade structure in all middle schools; piloting changes—such as interdisciplinary teams, coordinated services, and new advising approaches—in two schools; and gradually revamping all middle schools.

While Seattle has made "significant" progress, the report states, sustained reform will require overcoming fiscal and bureaucratic obstacles and enlisting more state support.

Copies of "The Steps to Restructuring: Changing Seattle's Middle Schools" are available for $5 each from NASBE, 1012 Cameron St., Alexandria, Va. 22314.

DISTRICTS

Suit Challenges At-Large Elections For Local School Board in Texas

Plaintiffs challenging the at-large election system for school-board members in the Del Valle (Tex.) Independent School District last week rejected a settlement offer from the school board and plan to proceed with a lawsuit filed in a state court last month.

The lawsuit is the first test of the applicability of the state's 1972 Equal Rights Amendment to voting-rights issues, said James C. Harrington, legal director of the Texas Civil Liberties Union, which together with the Mexican American Legal Defense and Educational Fund is representing the plaintiffs.

The suit alleges that the district's at-large system has prevented more than one minority candidate from winning election to the seven-member board, even though nearly half the district's students are minorities.

The plaintiffs, three minority members who have unsuccessfully sought election to the board, are asking the court to create two "super districts," each of which would elect three board members. The seventh member would continue to be elected at-large.

Mr. Harrington termed "unacceptable" the school-board's offer to create five single-member districts and two at-large seats. Because the minority population is dispersed throughout the district, he said, such an arrangement would only guarantee a board seat to one minority member.

Edward Neal, superintendent of the Del Valle schools, said state law precludes any single-member election system that has fewer than five single-member districts.

■ **The Chicago school district's bureaucracy is sabotaging efforts to implement the landmark education-reform plan imposed on the district by the state legislature**, a coalition of business and community groups has charged.

The coalition, Alliance for Better Chicago Schools, is one of the city's largest such groups. In a statement this month, it issued several demands, including that the board dismantle barriers encountered as newly constituted local school councils begin their work, and that it discipline staff members who obstruct reform.

The coalition also demanded that all of the central-administration's departments be disbanded by June 1, and that new central-office departments geared to the requirements of the reform law be designed from the ground up.

"Throughout the system, local school councils and dedicated teachers and principals are being stymied by the dead hand of the past," the statement read.

The coalition also said it will seek new legislation from the Illinois General Assembly if its demands are not met.

■ **State education officials in Texas have ordered the Arlington school district to either justify its practice of serving mentally retarded children in a center-based facility or else draft a plan for moving the children to their neighborhood schools.**

A Taste of 'Glory'

Students who belong to the history club at Andrew Jackson High School in Jacksonville, Fla., share an interest in the past and an enthusiasm for historical re-enactments.

Sometimes, they even get to be in the movies.

The club has developed a reputation for working in historical re-enactments, and Hollywood producers occasionally call on the students to work as "extras" in feature films with historical settings.

So far, the student history buffs have lent their time and energy to such movies as "North and South," "The Alamo," and "Sam Houston."

And in the group's latest foray into moviemaking, the 17 club members, who range in age from 15 to 17, found themselves rubbing shoulders with the popular actors Morgan Freeman, Matthew Broderick, and Denzel Washington filming scenes for the current hit Civil War film "Glory."

The film tells the story of a black regiment from Massachusetts and its white officers from its formation through a major unsuccessful assault on Fort Wagner—the fortress protecting Charleston—in July 1863.

To prepare for their roles, the students studied the events they would recreate and researched the details of the uniforms they would wear, according to Jim Sheets, the history club's faculty sponsor.

Members of the history club at Andrew Jackson High School in Jacksonville, Fla., pose in costume during a break in the filming of the hit motion picture "Glory."

The boys in the club participated in film sequences depicting the assault on Fort Wagner, and the girls—and Mr. Sheets—took part in a parade scene. Between "takes," Mr. Sheets said, the students got a chance to meet with the actors.

They "got a big kick out of eating lunch with Matthew Broderick," Mr. Sheets said.

But the students got more than just the thrill of working in a hit movie—they were paid union wages for their time on the set during spring break last year and over several weekends.

The students' total performance time in the film is only eight minutes, said Mr. Sheets, but the experience likely will stay with them much longer.

At least until filming begins on their next movie, the upcoming "The Monitor and the Merrimac." —J.W.

COLLEGES

Although bookstores are already filled with the genre, the Madison Center has announced plans to release a "common sense" guide to colleges that will assess institutions with a "clear point of view," according to the center's president, Chester E. Finn Jr., the former chief of research in the U.S. Education Department.

The center is a conservative think tank established by former Secretary of Education William J. Bennett and the author Allan Bloom.

The college guide will be co-edited by Mr. Finn; Leslie Lenkowsky, president of the Institute for Educational Affairs; and Stephen Balch, president of the National Association of Scholars.

According to a news release announcing the project, the guide will examine factors overlooked by similar handbooks, such as whether a college requires study of a core curriculum that includes the history of Western civilization, whether it emphasizes good teaching as well as research, and whether it insures that freedom of expression "is not subordinated to political or ideological causes."

The guide, to be published next year, will cover 80 colleges and universities and will include information from editors of conservative campus newspapers belonging to the Collegiate Network, which is sponsored by the I.E.A.

■

The College Board and the National Association of College Admission Counselors have launched an effort to revitalize college guidance in public schools, especially inner-city and rural schools with many disadvantaged students.

With a grant from the Lilly Endowment, 10 school districts will be chosen to participate in the two-and-a-half year project.

The program's goal is to develop strategies to help disadvantaged students gain access to academic programs that will encourage them to seek higher education.

Participating schools will receive resources to revamp their guidance programs.

Results of the project will be disseminated through a national conference and final report.

■

Community colleges have a poor track record of encouraging weak students to transfer to a four-year institution, according to a new University of Michigan study.

Two researchers, Valerie E. Lee and Kenneth Frank, analyzed a sample of 2,500 community-college students who transferred to four-year institutions.

They found that most of those transferring were advanced students who would have been qualified to go directly to a four-year college after graduating from high school.

The study will appear in the July issue of *Sociology of Education*. —M.W.

Rockefeller Project Targets Needs of At-Risk Students

By William Snider

The Rockefeller Foundation last week launched a three-part, multi-million-dollar initiative designed to encourage widespread adoption of innovative school-reform efforts targeting the needs of at-risk children.

The major thrust of the initiative will be to disseminate the ideas and practices pioneered by James P. Comer, the Yale University child psychiatrist whose beliefs about the inseparability of social and academic development have been embraced by a growing number of schools.

Rockefeller officials expect to spend "roughly $3 million a year for at least five years" on the project, said Hugh B. Price, the foundation's vice president in charge of minority-youth issues. The money will finance:

- The creation of several training programs, based on Dr. Comer's methods, that will prepare educators to work cooperatively with parents and mental-health professionals in meeting children's needs.
- The establishment of summer academies at Michigan State University and the University of New Mexico to pilot-test training programs for principals, teachers, and other members of management teams in schools that serve at-risk youths.
- The initiation of a competitive grants program for affiliates of the National Urban League that will help them mobilize their local communities behind school reforms.

The foundation wants "to escalate its involvement" in the education of minority youngsters, Mr. Price said.

"We thought that the most important contribution we could make," he continued, "would be to take perhaps the most powerful interventions that we've encountered for at-risk children and figure out how to make those approaches and insights available to many, many more educators and parents in the field."

New Recognition for Comer

The Rockefeller program represents a new level of recognition for Dr. Comer's model, which is based on his belief that the differences in backgrounds and values between educators and many poor youths, particularly blacks and other minorities, often leads to mutual distrust between home and school.

This distrust, in turn, often causes parents and educators to work at cross purposes, Dr. Comer argues, leaving children with the choice of rejecting their home culture or adopting behaviors and attitudes detrimental to learning.

"Back when teachers were a natural part of the community, they interacted with the parents of children, in the church choir or the post office or a variety of places where they would bump into each other," Dr. Comer said in an interview. "The parents reinforced the school, the school reinforced the parents, and they shared their care and concern about the children."

"But as the social networks and community supports broke down, and people from different socioeconomic levels were separated," he said, "the opportunity to provide that kind of input got lost."

The Comer model attempts to restore these relationships by promoting the involvement of parents in schools at three levels: shaping policy through their representatives on a governance and management team, participating in activities supporting the school program, and attending school events.

Teachers, on the other hand, are trained to understand the psychological development of children and how it is affected by a disadvantaged background, and to structure their teaching accordingly.

The approach has been developed and refined over the past 20 years in two New Haven, Conn., public schools. The results were impressive enough by 1980 for other educators to take note, and Dr. Comer's methods are now in use in more than 70 schools nationwide.

Dissemination Efforts

The foundation will spend $1.39 million this year on the first part of the initiative, which focuses on the creation and dissemination of educator-training programs. Efforts in this area will include:

- The design and field-testing of a teacher-training model by a new consortium, to include Southern Connecticut State University, Dr. Comer, the Yale Child Study Center, and the New Haven school system. Once the program is fine-tuned, it will be offered to other urban districts and schools of education.
- Direct training by Dr. Comer in his methods. The District of Columbia school district and Howard University will receive the first grant under this program, which will be used to implement the Comer approach in 10 Washington schools this year. The aim is to introduce the methods over time into every elementary school in the district.
- The production of a series of videotapes and accompanying materials that will cover much of the same subject matter as the proposed teacher-training curriculum.

The other two parts of the initiative are "philosophically consistent," with Dr. Comer's approach, Mr. Price said, but will remain "discrete pieces."

Under the second part of the project, Rockefeller has committed $511,000 to fund leadership academies that will run for four weeks in the summer of 1990. Teachers from Flint and Lansing, Mich., will participate in the first year of a Master of Science program at Michigan State; the University of New Mexico academy, meanwhile, will train teams of five people from six schools.

In the third part of the program, funded at $615,000 for this year, Urban League affiliates will be encouraged to initiate dialogues in their communities aimed at formulating goals for school improvements and devising strategies for attaining them. The efforts will be based on the success experienced by the Rochester, N.Y., affiliate of the league, which played a pivotal role in building the consensus behind the district's nationally watched reform efforts.

Corporate Gifts to Schools Up Nearly 50% From '87 to '88

By Ann Bradley

Corporate giving to precollegiate education grew by nearly 50 percent from 1987 to 1988, a new survey has found, while higher education's share of education contributions dropped for the first time in the poll's 15-year history.

The survey of charitable giving by major companies found that elementary and secondary schools accounted for 8.8 percent of the respondents' $615 million in contributions to education in 1988, up from 6 percent the previous year.

The share of such contributions going to colleges and universities dropped from about 70 percent to 64 percent during the same period.

The annual survey is co-sponsored by the Council for Aid to Education, a nonprofit group funded by the business community, and the Conference Board, a network of top corporate executives.

"We are in the early stages of what looks to become a major, sustained corporate concern" for precollegiate education, Arnold R. Shore, president of the council, said in releasing the figures this month.

"While our surveys," he continued, "can capture some of this . . . they do not reflect the increasing investment of time, effort, and thought being given to national education issues by our business leadership."

The growing corporate role in aiding K-12 education was dramatized last fall by multi-million-dollar commitments to school projects from the Coca-Cola Foundation and the RJR Nabisco Foundation. *(See Education Week, Nov. 15, 1989.)*

Data for the survey were provided by 356 companies, which account for at least a third of all corporate giving to charitable causes, according to the C.F.A.E. From the information provided by those companies, the council estimated total corporate giving.

'Holding Steady'

Corporate contributions to education and other charitable endeavors rose by 3.2 percent from 1987 to 1988, to an estimated $4.8 billion, according to the council. Of that amount, education at all levels received an estimated $2.1 billion, representing a proportion of total giving near the all-time peak of 44 percent in 1987.

Actual charitable contributions for the companies surveyed totaled $1.67 billion in 1988. Their grants to precollegiate education totaled $52 million for that year, up from $34 million the preceding year.

Education as a whole is now receiving more than twice the amount of money from business that it received a decade ago, the council reported. Between 1976 and 1986, corporate giving grew by an estimated 15 percent annually.

From 1986 to 1988, the growth in corporate contributions to education leveled off to an average rise of 4 percent annually. That rate was sustained in 1989, according to an estimate by council officials, who said a similar increase was likely for this year.

Corporations "have reached a new high and are holding steadily to it," Mr. Shore said.

Despite the apparent shift in corporate giving to precollegiate education reflected in the survey, David R. Morgan, the council's director of research, stressed that the K-12 gains were not being made "at the expense of higher education."

"From other sources, it is clear to us that the dollars going to higher education are not dropping in an absolute sense," Mr. Morgan said.

He noted that another survey conducted by the council on the amount of support colleges and universities receive from corporations, foundations, and individuals indicates that total giving to higher education from those sources rose by 5 to 7 percent in 1988-89 over the previous year.

Copies of the annual survey, "Corporate Support of Education 1988," will be available in mid-February from the Council for Aid to Education, 51 Madison Ave., Suite 2200, New York, N.Y. 10010.

Aid to Education From Selected Major Companies, 1987 and 1988

Purpose	1987 (325 Companies) Amount	1987 Percent of total	1988 (356 Companies) Amount	1988 Percent of total
	(in thousands)			
Colleges and Universities				
Unrestricted operating, capital, departmental, research, student-aid grants, and grants via consortia	$290,873	51.7%	$275,545	47.2%
Matching gifts	99,500*	17.7	98,231*	16.9
Total	**390,373**	**69.4**	**373,776**	**64.1**
Precollege Education				
Public- and private-school support and other	25,232	4.5	41,590	7.1
Matching gifts	8,757*	1.5	9,953*	1.7
Total	**33,989**	**6.0**	**51,542**	**8.8**
Other Educational Programs				
Education-related organizations	33,778	6.0	55,874	9.6
Scholarships and fellowships	39,934	7.1	43,681	7.5
Other	64,951	11.5	58,579	10.0
Total	**138,663**	**24.6**	**158,134**	**27.1**
Total allocated	563,025	100.0	583,452	100.0
Total unallocated	47,121		31,634	
Grand total	**$610,146**		**$615,086**	

*Estimates based on C.F.A.E. matching-gift surveys. Participants did not break out higher education from precollegiate matching gifts.

SOURCE: Council for Aid to Education

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'Web of Factors' Said To Influence Children's Views on Moral Issues

By Peter Schmidt

In one of the largest and most comprehensive studies of the belief systems of U.S. children, researchers have found that youthful views of morality are influenced by "a web of social and cultural factors," with family support and the effects of poverty both playing pivotal roles.

But children also bring to the consideration of moral choices certain ingrained assumptions about right and wrong that transcend their environment, according to the researchers.

The study, based on findings from a nationwide survey of 5,000 young people in grades 4-12, was commissioned by the Girl Scouts of the United States of America. Data were collected this fall by the polling firm of Louis Harris & Associates Inc.

The noted Harvard University psychiatrist Robert Coles, who will use the survey as part of a larger study of moral education scheduled for completion next year, said the poll results "may provide glimpses into cultural developments ahead of us."

"These findings confirm the observation that moral opinion and commitment in America is increasingly diverse and pluralistic," said Mr. Coles, who served as project director. "The more diverse moral commitments become, the more important it is for leaders in public life to

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Despite Controversy, Consensus Grows On the Need To Teach Values in Schools

By Peter Schmidt

At Boston University's new Center for the Advancement of Ethics and Character, teachers eager to instill values in their students are turning for guidance to some time-honored experts: Aristotle, Plato, Socrates, and other giants of Western thought.

Campus workshops stressing the common philosophical roots of American culture are part of the center's strategy for giving schools the foundation they need for tackling one of their most amorphous and controversial instructional challenges.

As Dean of Education Peter Greer, a founder of the interdisciplinary center, explains, "most teachers haven't read about, thought about, written about, or discussed" in any organized fashion "the key ethical concepts that undergird our society." Without that kind of intellectual grounding, he says, they may be missing opportunities to mine a "rich lode" of values-related material already in their curricula.

The dean and his center colleagues also are serving as consultants to schools and school systems—most notably the state of New Hampshire's—where educators are working their way through the political and pedagogical minefield that surrounds values education to fashion pro-

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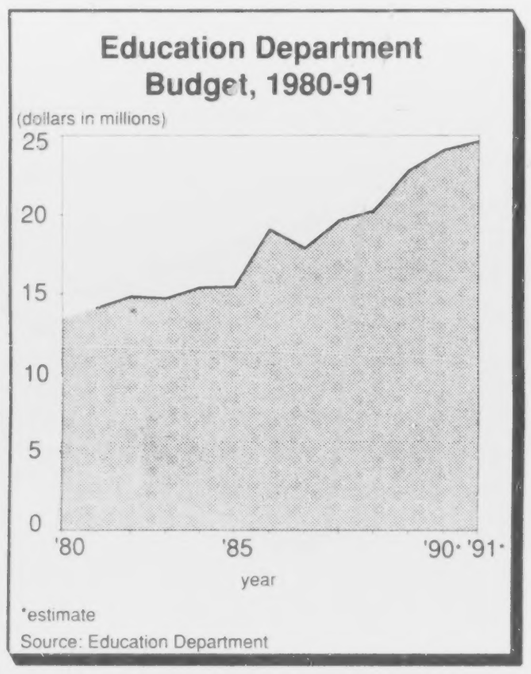

Thorny Issues Make 1991 Budget Debate Especially Complex

By Julie A. Miller

WASHINGTON—Even before President Bush unveiled his proposed federal budget for fiscal 1991, it was clear that it would not be business as usual during this year's budget debate.

NEWS ANALYSIS

With the political jostling over next year's budget under way, the annual argument over how much should be allocated to which programs is being overshadowed by larger questions and concerns. Three developments in particular have complicated the

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Bush Asks Boost Of $500 Million In E.D. Funding

Democrats, Educators Call Budget Inadequate

By Peter West

WASHINGTON—President Bush last week unveiled a proposed 1991 budget that includes $24.9 billion for the Education Department.

That represents a $500-million increase from this year—the biggest boost sought for education since 1980.

The budget requests a 70 percent hike for mathematics- and science-education grants, as well as a $500-million boost for Head Start, a $245-million increase for the Chapter 1 compensatory-education program, and a 28 percent hike in funding for education research.

But it calls for substantial cuts in student-aid programs and revives unsuccessful Reagan Administration proposals to eliminate or severely slash funding for such programs as Star Schools, asbestos abatement, library aid, and impact aid for "b" students, which would be cut from $123.5 million to $25 million.

Mr. Bush also resurrected a Reagan Administration proposal to cut school-lunch subsidies for children who are not poor—a policy education lobbyists say jeopardizes schools' participation in the program.

Secretary of Education Lauro F. Cavazos said the budget builds on a "national commitment to education" forged between the Administration and the nation's governors at their September education summit.

"By emphasizing investments in re-

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High-School Sports Turn To Corporations To Help Offset Costs

By Mark Walsh

The union of high-school athletics and corporate America grew stronger last week.

Texas' governing body for high-school sports was said by officials to be close to signing a deal that would make Coca-Cola its first of many hoped for big-name sponsors for championship athletic events. The move would put Texas on the growing list of state athletic associations that have turned to corporate sponsorship in recent years to offset program costs.

The stage was set, too, last week for corporate dollars to begin flowing to school sports at the national level.

The National Federation of State High School Associations, the organization that last year put together the first national television package for high-school sports, announced plans to seek major corporate sponsors.

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Los Angeles Times

Dean Carolee Bogue talks with homosexual students at Fairfax High School.

Special Problems of Homosexual Students Need Special Attention, Advocates Urge

By Ellen Flax

LOS ANGELES—For homosexual students at Fairfax High School here, Room 308 is a place they can call their own.

The room, which doubles as a science classroom for this racially and ethnically diverse school, is the headquarters of Project 10, a counseling and resource program for students who are grappling with their emerging homosexuality.

The program, sponsored by the Los Angeles Unified School District, is thought to be the only one of its kind in the country. Unlike the more widely publicized Harvey Milk High School, an alternative program for gay teenagers in New York City, Project 10 seeks to help students in a mainstream environment.

Critics of the Los Angeles program, who include some conservative lawmakers, say it promotes an unacceptable lifestyle and should have no place in a public school.

But many educators, mental-health experts, and leaders of gay-rights groups argue that such school-based programs are needed nationwide. They characterize gay teenagers as an "at risk" minority whose distinctive problems have been ignored by most schools.

According to advocates of services tailored to the needs of gay adolescents, such young people are more prone than their

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Mr. Bush last week set six objectives for education.

IN SUMMARY

A Rush To Report
The indictment of five Jefferson County, Colo., educators for failing to report suspected sexual abuse has prompted a flood of telephone calls from others anxious to avoid the same fate. **Page 4.**

Compromise in Cleveland?
The city's school-board members and superintendent last week appeared close to a settlement that would end their long-running feud and avert a threatened state takeover of the district. **Page 5.**

Investing in Early Education
The corporation U S West will tap the thinking behind a state "Parents as Teachers" program as part of a three-year, $10-million project in early-childhood education announced last week. **Page 7.**

Abortion's Effects
Black inner-city teenagers who had abortions were more likely to stay in school and were better off economically two years after the procedure than their peers who gave birth, a new study says. **Page 9.**

A Longer School Year?
The often-discussed idea resurfaces in a measure introduced last week in the U.S. Senate and in proposals being floated by governors and lawmakers in several states. **Page 13.**

Prepackaged Reforms
A group of local and national Republican leaders has endorsed a package of educational reforms and is promoting it to state legislators in the South and New England. **Page 13.**

Education Chairman Retires
After 56 years in politics, Augustus F. Hawkins, chairman of the House Education and Labor Committee, has announced that he will retire from the Congress at the end of this session. **Page 16.**

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ACROSS THE NATION

NATIONAL

Influenza Rate Termed 'Epidemic'; Schools in Five Areas Hit Hard

The U.S. Centers for Disease Control last week declared that a national influenza epidemic exists, the most widespread outbreak of the disease since the winter of 1984-85.

According to the C.D.C., 35 states thus far have experienced major outbreaks of the flu, predominately a strain called A-Shanghai. Although school outbreaks have been reported in New York, Ohio, Arizona, Washington, D.C., and Washington State, C.D.C. officials said that nursing-home residents have been the hardest hit.

As of Jan. 20, 1,143 (or 7.6 percent) of the deaths reported the previous week to the C.D.C. were caused by the flu, which has also accounted for about 10 percent of all visits to doctors' offices.

The C.D.C. recommends that anyone over age 65, or who has a heart, respiratory, or asthma condition, receive the influenza vaccine.

School systems throughout the country have been reporting higher-than-average absentee rates. In Pierce, Neb., for example, school was closed for two days last month when about one-fifth of the student body was home with the flu.

Philip Fahlk, the district's superintendent, said the flu also affected many teachers. "The final day [we were open], we had teachers here who would have been better off had they stayed home," he said.

STATES

Maryland's Scholarship Programs Should Be Redesigned, Study Urges

Maryland's college-scholarship programs should be redesigned so that more money reaches those students with the greatest financial need, according to a consultant's study.

In a report to the Maryland Higher Education Commission, Arthur Hauptman, a consultant hired by the state, recommends that the state revamp its main scholarship program—the General State Scholarships—to eliminate the requirement that money go to the brightest students statewide regardless of whether they have the greatest financial need.

The report also recommends that the state abandon its legislative-scholarships program, under which state legislators directly hand out scholarships to constituents.

Newspaper investigations have revealed that some lawmakers give scholarships to relatives or to the children of political party workers.

Commission members reportedly plan to consider the consultant's study as part of their own examination of the financial-aid system before making recommendations for change.

DISTRICTS

School Board in East St. Louis Votes To Fire Superintendent

The East St. Louis, Ill., school board, which has come under increasing criticism in recent years from state officials for failing to remedy its educational and financial problems, has voted to fire its superintendent, Elmo J. Bush.

Mr. Bush, who became superintendent of the district in December 1988, had been suspended by the board in November pending investigation of charges that he had violated state and local bidding procedures.

The board voted unanimously last month to fire Mr. Bush for insubordination and for violating the bidding regulations. Mr. Bush, who has appealed the ruling to the state education department, could not be reached for comment last week.

Meanwhile, state officials are putting the finishing touches on a report that is expected to conclude that the East St. Louis school system is rife with patronage hiring, spends money illegally, and permits students to graduate without taking required courses, according to an Associated Press report.

■ **The Memphis board of education has decided to delay until April consideration of a controversial proposal to ask the city's voters whether they favor consolidating their school district with the much smaller Shelby County school system.**

Under Tennessee law, Shelby County residents who live outside Memphis would not be allowed to vote on the proposal, because consolidation would be forced upon the county if city residents decided to disband their school system. A similar move led to the 1987 consolidation of the Knoxville and Knox County school systems.

But some Shelby County community leaders have threatened to avoid the merger by seceding and forming a new county.

There is some dispute over whether the county leaders can make good on their threat, but city school officials said late last month that they would seek to negotiate a compromise.

A citizens' commission is expected to explore the issues raised by the consolidation proposal, including funding disparities and desegregation obligations, and to make recommendations about new district boundaries and governance systems.

The Memphis city system serves 105,000 students, most of them from minority groups, while Shelby County enrolls 35,000 students, most of them white.

■ **Chicago's newly formed local school councils will be encouraged to compete among themselves in producing measurable improvements in their schools under a new program being funded by Illinois Bell and the philanthropic arm of its parent company, the Ameritech Foundation.**

The three-year, $1.2-million competition is the latest demonstration of the considerable corporate support that has been mustered for Chicago's revolutionary school-reform efforts.

Awards of $10,000 each will be granted to the 20 elementary schools and six high schools in the district that compile the best records of improvement in such areas as test scores, attendance, and dropout and graduation rates.

A blue-ribbon panel of community, civic, and educational leaders will set the criteria for selecting winners and serve as judges in the competition, which will be administered by the Chicago Public Schools Alumni Association.

■ **AVirginia judge has refused to issue a temporary restraining order blocking a new sex-education program set to begin this week in the Grayson County school district.**

Grayson County Circuit Judge Willis Woods declined to issue the order, requested by a group called Grayson County Concerned Citizens and Parents, because he said there was no evidence that the program would cause "irreparable injury" to students.

The parents' group filed suit in the court challenging the constitutionality of the sex-education program adopted unanimously

A 'Fine' Policy?

Students in McKinney, Tex., are learning firsthand about the adverse economic effects of "inadequate educational attendance."

In other words—if they skip school, they pay for it.

Under a new policy adopted by the school board in December, students in the Dallas suburb can be fined if they miss more than a specified number of days, or are absent without permission from their parents. Fines range up to $25 a day.

"It's really not a punishment—it's a privilege," said Carol Hunter, the district's director of personnel. "Our goal is to give students a chance to make up some work."

Texas law requires that students attend at least 80 days of school each semester, she said. If a student in McKinney attends fewer—and can provide no acceptable explanation—the policy allowing for fines takes effect.

Students already must pay to attend summer school, Ms. Hunter said; the board's new policy simply requires them to pay for the evening or Saturday makeup classes they attend during the year.

The policy is designed to discourage "out-and-out truancy," Ms. Hunter said. "Basically, we're looking at a student who has chosen to be a truant."

She said a district committee will hear any grievances that arise from the new policy and decide whether any extenuating circumstances merit exemption from a fine.

So far that hasn't been an issue. Response to the new policy generally has been positive, Ms. Hunter said, and as of late last month, no student had yet been fined.

Ms. Hunter noted that other districts in the state must find a way to pay the cost of the special makeup classes. "Some other districts are going to have to do this," she predicted.

— M.N.

by the county school board in January.

The group alleges that the school board did not adequately involve parents when they drafted the sex-education program. The state has required all districts to adopt a sex-education program, and said that parents must be consulted.

Under the Grayson County program, parents have the option of removing their children from the sex-education classes.

Walter Stamper, a lawyer for the group, said the parents object to the program because it does not discuss values and because the curriculum includes elementary-school-age students.

A full hearing is set for late April.

■ **The parents of a Florida 6th-grader have been charged with negligence after their son threatened suicide by pointing their gun at his head during class.**

Under Florida law, parents who fail to secure firearms face misdemeanor charges if their children obtain them.

The 12-year-old boy surprised teachers and classmates at Crystal River Middle School in central Florida last month when he aimed his parents' .22-caliber pistol at his head during school. School authorities persuaded the boy to surrender the gun without firing a shot.

The boy was suspended for 10 days, but was not charged with any crime.

His parents are scheduled to be arraigned this month. They face a maximum penalty of 60 days in jail and a $500 fine.

■ **The administration of Washington, D.C., Mayor Marion S. Barry Jr. pledged last week that the city school system would receive the entire $600 million it had requested for the next school year.**

The decision to increase the school budget by 20 percent—or $100 million—reportedly was made by the Mayor before his arrest on Jan. 18 on charges of cocaine possession. City officials, however, announced the increase on Jan. 30 before a meeting between Carol Thompson, the city administrator who is managing the city while the Mayor undergoes treatment for substance abuse in Florida, and a group of civic leaders who have repeatedly pressed for more money for the schools.

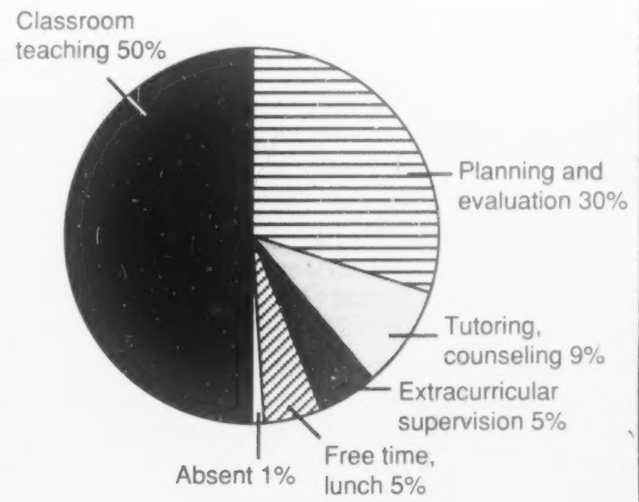
School officials greeted the budget increase with excitement, but several city officials have noted that the 20 percent jump is likely to require a tax increase.

The increase, requested late last year by Superintendent of Schools Andrew E. Jenkins, would be used to improve teacher and principal salaries, repair school buildings, and combat the city's high dropout rate.

The budget must now be approved first by the D.C. Council and then by the Congress.

DIMENSIONS

The Teacher's Workweek



Source: National Center for Education Statistics

There are no significant differences in the way public and private elementary- and secondary-school teachers spend their workweeks, according to an analysis conducted for the National Center for Education Statistics.

The average public-school teacher spends 50.4 hours a week on the job, the center reports. About half of that time (25.5 hours) is spent in actual classroom teaching. The balance is spent on planning and evaluation (15.2 hours), extracurricular supervision (2.4 hours), tutoring and counseling (4.4 hours), lunch and free time (2.4 hours), and on sick or personal leave (0.3 hours). Figures for private-school teachers were nearly identical.

The data come from a nationwide survey of 7,991 public- and 4,544 private-school teachers conducted between 1984 and 1986.

The researchers found a few differences of note. Private secondary-school teachers, for example, spend about 1.4 hours a week more than their public-school counterparts in student monitoring or other administrative duties.

But these few exceptions aside, the similarities between the two sectors held regardless of differences in school affiliation (religious or otherwise) and size, as well as differences in teacher age, experience, training, gender, and race. The few differences that were found were very small, the center reports.

Based on the analysis, "it is highly unlikely that these small differences could be responsible for the differences in educational outcomes between private and public schools," the report concludes.

The data are contained in "Time Allocation Patterns of Teachers in Public and Private Schools: 1984-86," survey report CS 89-104.

UPDATE

■ **Two new state audits have confirmed charges that the Oakland, Calif., public schools are rife with mismanagement, and have detailed dozens of instances of improper, and in some case, illegal conduct by school officials and board members.**

State auditors described the district's practices as the worst they had seen in more than a decade of conducting similar investigations of school systems throughout the state, according to a spokesman for the office of state auditor.

The studies indicate that school officials misspent hundreds of thousands of dollars, and failed to seek millions more available to the district under various federal and state programs.

Among other problems, the auditors found that district officials have made improper payments to top-level school administrators, failed to monitor work contracted to outside firms, and allowed employees to steal school property and money.

The reports are expected to lead to additional arrests of school employees; 13 employees already face various criminal charges.

In addition, one of the reports may derail the district's effort to secure state approval for its current-year budget because it questions the value of school property used as collateral against $10 million in bonds the district issued last fall.

Under a law passed by the California legislature last year, the Oakland district is currently operating under the supervision of an advisory trustee who could assume veto power over the district's financial decisions if it does not win state approval for new financial and educational recovery plans. *(See Education Week, Jan. 10, 1990.)*

■ **The Columbus, Ohio, school board has adopted a school-based management plan for its elementary and middle schools modeled on a similar plan now being piloted in its high schools.** *(See Education Week, March 1, 1989.)*

Under the plan, decisionmaking authority will be extended to regional divisions of schools called "communities of schools." Many district resources will not be distributed purely on a per-pupil basis, but will go to the communities-of-schools level, where individual schools can "broker" for services to meet their needs before a council on student support services. For example, a school may exchange a nurse for a school psychologist.

Each council will be co-chaired by the communities-of-schools leader and one officer of the Columbus Education Association.

Under the new system, all elementary and middle schools are required to draw up a school-reform plan by March 31.

In the meantime, district officials next month plan to present a four-year blueprint that integrates the secondary- and elementary-reform plans, according to Karen Balko, director of contract relations for the district.

■ **School districts must make reasonable attempts to consider seniority and licensure when reinstating teachers who have been laid off**, the Minnesota Supreme Court has ruled.

The court's Jan. 26 decision affirmed a ruling by the Minnesota Court of Appeals last June. *(See Education Week, June 21, 1989.)*

The case involved Howard E. Harms, a social-studies teacher in LaCrescent, who was laid off in 1986. He was replaced by a guidance counselor whose counseling position had been eliminated and who had more seniority than Mr. Harms. When the school district reinstated the guidance position in 1987, it filled the job with another laid-off counselor who had less seniority than Mr. Harms.

Mr. Harms and the Minnesota Education Association filed suit, arguing that the school district should have moved the counselor in Mr. Harms's former position back to the guidance office and reinstated Mr. Harms in his teaching job.

A lower state court ruled that the district need not realign its staff in such cases, but that opinion was reversed by the court of appeals.

In its ruling, the state supreme court noted that, although school boards must consider seniority in reinstating teachers, it would be "unreasonable to realign during a school year if it would disrupt other classes and students."

In addition to reinstating Mr. Harms, the M.E.A. noted that the ruling may help some of the state's 1,500 teachers who are currently laid off to regain their jobs.

■ **Raymond Buckey, a former teacher at the McMartin Preschool, will be retried on the 13 counts of molestation and conspiracy on which a jury reached a deadlock only two weeks before, prosecutors in Los Angeles announced last week.** *(See Education Week, Jan. 24, 1990.)*

Mr. Buckey and his mother, Peggy McMartin Buckey, had been acquitted on 52 charges of child molestation in the longest and costliest criminal trial in U.S. history. But Los Angeles Superior Court Judge William R. Pounders declared a mistrial on 13 additional counts when the jury of three men and four women could not reach a verdict.

Parents of former McMartin pupils had since staged an intensive public campaign to have the case reopened.

Judge Pounders set a March 9 trial date.

PEOPLE

■ Mississippi's interim superintendent of education, **Thomas H. Saterfiel**, has resigned only three weeks after replacing outgoing superintendent Richard Boyd.

Mr. Saterfiel, a deputy superintendent under Mr. Boyd, announced late last month that he will leave March 1 to become vice president of research for the American College Testing program.

The state board of education announced that it will appoint a new interim superintendent later this month.

The state has launched a national search to replace Mr. Boyd, and hopes to have a superintendent hired by June.

■ **Billy Joel**, the pop performer who once wanted to be a history teacher, has sent a message to junior- and senior-high school students about the importance of studying history.

A special cassette recording of Mr. Joel's hit song "We Didn't Start the Fire," an aural montage of the events, people, and places that have made the news in the past 40 years, was distributed late last month along with copies of *Junior Scholastic* magazine and its sister publications.

In a taped interview introducing the song, Mr. Joel tells students of his love of history and his one-time intention to teach.

"A lot of people tend to think history is just this drab series of boring names and dates that you just have to connect to pass the test," he says. "Really, history is a living thing. We are where we are today, and we are who we are today, because of our history."

The tapes went to 40,000 classrooms, reaching more than 1 million students, according to Scholastic Inc.

■ New Jersey's education commissioner, **Saul Cooperman**, announced his resignation last week, effective June 30.

Mr. Cooperman, who was appointed by former Gov. Thomas Kean in 1982, said that Gov. James Florio had not asked for his resignation.

But Mr. Cooperman did learn that Mr. Florio planned to launch a nationwide search to find a new commissioner of education.

Though Mr. Cooperman was to be interviewed for the job, he said he did not wish to participate in that process.

At a press conference, Mr. Cooperman admitted that he had been approached earlier by the Bush Administration to become a high-level education official, and by a state university to be its president. But the outgoing commissioner said he has declined—and would not reconsider—both offers.

Bush Budget Seeks Boost Of $500 Million for E.D.

Continued from Page 1

search and education reform—reforms that are sorely needed if we are to remain competitive as a nation—it is a forward-looking budget as we enter the last decade of the 20th century," Mr. Cavazos said.

Over all, the Education Department budget would increase about 2 percent over 1990. But the total is depressed because the Administration estimated lower costs for the Stafford Student Loan entitlement program.

For the department's discretionary programs, the budget calls for an increase of more than 6 percent.

Charles E.M. Kolb, deputy undersecretary for planning, budget, and evaluation, said that was the largest discretionary increase given to any Cabinet agency.

Democrats Not Impressed

Congressional Democrats and education advocates, however, were not impressed.

"On this issue, the President's words seem to agree with us, but his actions say something else," Speaker of the House Thomas S. Foley said in his response to Mr. Bush's State of the Union Message.

"For the second time in a row with this Administration, we're very disappointed," said Susan Frost, executive director of the Committee for Education Funding. "This budget is, with some very minor exceptions, a Xerox copy of last year's budget."

"The departmental total masks what's going on in the individual programs," said Michael Edwards, manager of Congressional relations for the National Education Association. "It creates, to some degree, a smokescreen over what's going on."

Bush Education Package

Critics noted that the budget includes $378 million for programs contained in Mr. Bush's education package. That legislation, however, appears likely to stall in the House.

The Merit Schools program would receive $225 million, while the "magnet schools of excellence" program would receive $100 million. Programs to reward outstanding teachers and promote alternative-certification routes would also be funded.

Moreover, the budget indicates that the Administration would shift $175 million from the 1990 appropriation for Chapter 1 to the Merit Schools and magnet-schools programs if Mr. Bush's initiatives are enacted by March 1—a plan that could increase Congressional opposition to the bill.

The 1990 spending bill for education allows, but does not require, the department to make such a shift.

The inclusion of that shift in the budget makes the requested increase in Chapter 1 appear to be $420.6 million. In fact, however, the amount budgeted for 1991 is $246 million more than was appropriated by the Congress for 1990.

Basic grants would increase by $250 million, to $4.46 billion, while concentration grants would rise from $381 million to $496 million in 1991.

The Administration estimates the increase would allow Chapter 1 to serve 225,000 more students.

Mr. Bush also proposes to double the budget of the Even Start program for disadvantaged preschoolers, to $48 million.

Magnet Schools

The budget would maintain the existing magnet-schools program, which is limited to districts undergoing desegregation, at $113.2 million for fiscal 1991. But a version of the Bush bill pending in the Senate would require full funding of that program—at $165 million—as a condition for funding Bush's program, which would carry no desegregation requirement.

Chapter 2 block grants are slated to increase by 4 percent in 1991—roughly the rate of inflation.

Vocational education would receive the same amount as in 1990, while adult education would get a $46-million increase.

The budget includes no funding for refugee education, which the Congress did not fund in 1990. But bilingual-education funding would rise from $158.5 million to $175.4 million.

The department's Indian program would receive a 3 percent boost to $75.8 million, while funding for Bureau of Indian Affairs programs, including the B.I.A. schools, would rise $25.9 million to $313.2 million.

The Administration requested $1.95 billion for special-education grants, an $81-million increase.

Drug-abuse education and pre-

Continued on Following Page

DATABANK

President Bush's 1991 Budget for Education

	FY 1989 Comparable	FY 1990 Original Appropriation	FY 1990 Appropriation After Sequester	FY 1991 Administration Request
	(in thousands)			
COMPENSATORY EDUCATION FOR THE DISADVANTAGED				
Grants for the Disadvantaged (Chapter 1):				
Grants to local educational agencies:				
Basic grants	$3,853,200	$4,427,250	$4,212,647[1]	$4,463,100
Concentration grants	172,900	400,000	380,611[1]	495,900
Capital expenses for private-school students	19,760	26,000	25,682	25,682
Even start	14,820	24,500	24,201	48,000
State agency programs:				
Migrant	271,700	285,938	282,444	293,742
Handicapped	148,200	148,200	146,389	146,389
Neglected and delinquent	31,616	33,197	32,791	34,103
State administration	40,508	50,797	50,176	54,000
State program improvement	5,686	12,699	12,544	24,000
Evaluation and technical assistance	7,904	12,000	11,853	15,000
Rural technical-assistance centers	3,952	4,500	4,445	4,445
Total, Chapter 1	**4,570,246**	**5,425,081**	**5,183,783**	**5,604,361**
Migrant education:				
High-school-equivalency program	7,410	7,955	7,858	7,858
College-assistance migrant program	1,482	1,741	1,720	1,720
Merit schools, pending legislation	—	—	125,000[1]	225,000
TOTAL	**4,579,138**	**5,434,777**	**5,318,361**	**5,838,939**
IMPACT AID				
Maintenance and operations:				
Payments for 'a' children	558,220	578,500	578,500	578,500
Payments for 'b' children	135,356	123,500	123,500	25,000
Payments for federal property (Section 2)	14,820	15,354	15,354	15,354
Disaster assistance (Section 7)	—	—	—	15,000
Construction	24,700	14,998	14,998	27,000
TOTAL	**733,096**	**732,352**	**732,352**	**660,854**
SCHOOL-IMPROVEMENT PROGRAMS				
Educational improvement partnerships (Chapter 2):				
State block grants	462,977	461,477	455,717	474,405
Evaluation	—	1,500	1,481	1,000
National Programs:[2]				
National Diffusion Network	11,066	13,000	12,632	12,632
Inexpensive book dist. (inc. RIF)	8,398	8,684	8,555	8,914
Arts in education	3,458	3,900	3,812	3,972
Law-related education	3,952	5,000	4,824	4,824
Blue-ribbon schools	889	500	873	873
Total, Chapter 2	**490,740**	**494,061**	**487,894**	**506,620**
Drug-free schools and communities:				
State grants	287,730	466,685	462,569[3]	512,619
School personnel training	7,000	14,738	14,554	14,554
National programs	59,770	63,630	61,127	66,127
National Commission on Drug-Free Schools	—	1,000	988	—
Strengthening teaching and administration:				
Mathematics and science education	137,332	137,332	135,618	230,000
Fund for the improvement and reform of schools and teaching	5,928	8,464	8,358	8,358
Alternative teacher/principal certification, pending legislation	—	—	—	25,000
Presidential awards for excellence in education, pending legislation	—	—	—	7,600
Territorial teacher training	1,976	1,784	1,762	1,762
Leadership in Educational Administration (LEAD)	4,306	3,894	3,845	4,215
Christa McAuliffe fellowships	1,892	1,956	1,932	2,013
Mid-career teacher training	—	1,000[4]	987[4]	987
Magnet-schools assistance	113,620	114,620	113,189	113,189
Magnet schools of excellence, pending legislation	—	—	50,000[1]	100,000
Fund for innovation in education	11,150	19,178	18,939	18,939
Javits gifted and talented education	7,904	9,000	8,888	8,888
Education of homeless children and youth	4,834	7,498	7,404	7,500
Women's educational equity	2,949	2,125	2,098	1,000
Training and advisory services (Civil Rights IV- A)	23,443	21,722	21,451	21,451
Dropout-prevention demonstrations	21,736	—	—	45,000
Secondary basic-skills demonstrations	—	5,000	4,938	—
Educational partnerships	—	3,750	3,703	3,703
General assistance to the Virgin Islands	4,730	4,446	4,391	4,391
Ellender fellowships	3,458	3,750	3,703	1,000
Follow through	7,262	7,262	7,171	—
Star schools	14,399	15,000	14,813	—
Native Hawaiian Education Act	4,940	6,500	6,419	—
TOTAL	**1,217,099**	**1,414,395**	**1,446,741**	**1,704,916**
INDIAN EDUCATION[5]				
TOTAL	**71,553**	**74,649**	**73,620**	**75,762**
BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION				
Bilingual programs	110,761	115,779	115,779	132,642
Support services	10,772	10,838	10,838	10,838
Training grants	30,413	31,913	31,913	31,913
Immigrant education	29,640	30,144	30,144	30,144
Refugee education	15,808	—	—	—
TOTAL	**197,394**	**188,674**	**188,674**	**205,537**
EDUCATION FOR THE HANDICAPPED				
State grants:				
Grants to states, general	1,475,449	1,564,017	1,542,610	1,615,125
Preschool grants	247,000	255,000	251,510	257,730
Grants for infants and families	69,831	80,624	79,520	82,701
Special-purpose funds:				
Proposed legislation	—	—	—	181,865
Deaf-blind and other severely handicapped projects	19,486	20,657	20,374	—
Early-childhood education	23,147	24,096	23,766	—
Secondary and transitional services	7,284	8,100	7,989	—
Postsecondary programs	5,770	6,600	6,510	—
Innovation and development	17,026	20,100	19,825	—
Media and captioning services	13,403	15,403	15,192	—
Special-education technology	4,730	5,500	5,425	—
Special studies	3,594	3,594	3,545	—
Special-ed. personnel development	67,095	71,985	71,000	—
Recruitment and information clearinghouses	1,135	1,500	1,479	—
Regional resource centers	6,338	6,600	6,510	—
TOTAL	**1,961,288**	**2,083,776**	**2,055,255**	**2,137,421**

Footnotes

[1] Adjusted for comparability. Reflects a transfer of $175 million that will be made from Chapter 1 grants to presidential merit schools and magnet schools of excellence contingent upon enactment of authorizing legislation.
[2] Figures for 1990 appropriation after sequester reflect a reprogramming of $379,000 in fiscal year 1990 from other national programs to blue-ribbon schools.
[3] Emergency grants in F.Y. 1990 will be administered as part of the state grants program. F.Y. 1990 amounts for state grants include $24.688 million for emergency grants. Beginning in F.Y. 1991, emergency grants is a discretionary program. Funds are redistributed from national programs to state grants due to provisions of the Drug-Free Schools and Communities Act Amendments of 1989.
[4] Adjusted for comparability. Funds were provided under the Higher Education account.
[5] Funds for Indian education are also provided in the Department of the Interior and Related Agencies Appropriations Acts.
[6] Adjusted for comparability. Funds were provided under the School-Improvement Programs account.
[7] Reflects proposed legislative savings of $218 million.
[8] Excludes $133.57 million needed to liquidate obligations incurred in 1989 under contract authority available in 1989. Cash to liquidate these obligations was appropriated in 1990. Also excludes $84.297 million needed to liquidate obligations incurred in 1989 under contract authority available in 1989. Cash to liquidate these obligations is included in the 1991 request.
[9] Includes $133.57 million appropriated in 1990 for obligations incurred in 1989.
[10] Reflects savings proposals amounting to $49.47 million. Includes $84.297 million for obligations incurred in 1989, and $176.082 million for obligations incurred in 1990.
[11] Amounts listed assume a reprogramming of $2.3 million in F.Y. 1990 from statistics to assessment.
[12] Proposed new programs.
[13] Included $500,000 for evaluation studies.
[14] Administered by the Department of Health and Human Services.
[15] Programs administered by the Department of Labor.
[16] Included in appropriations bill for the Interior Department.
[17] Included in appropriations bill for housing and independent agencies.

SOURCE: U.S. Education Department, other agencies